DOCUMENT RESUME

ED 293 830 SP 030 172

AUTHOR Wynn, Majorie J.
TITLE Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model.
PUB DATE 5 Apr 88
NOTE 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Higher Education; Individual Development; Peer Teaching; Self Determination; *Student Teachers; Teacher Workshops; *Teaching Skills; *Transfer of Training
IDENTIFIERS *Wynn Experimental Model of Student Teacher Seminar

ABSTRACT

The purpose of this study was to determine whether student teachers participating in an experimental seminar, which included peer coaching based on self-identified, instructor-, and peer-determined instructional needs, would demonstrate greater instructional skill transfer to the elementary classroom than would student teachers participating in a traditional seminar which was based on instructor-predetermined instructional needs. The experimental group participated in seminar sessions which were based on the Wynn Experimental Model. The model, which was developed and implemented during the study, was designed to meet each intern's immediate and personal instructional needs. The model contained the following components: (1) self-identified teaching concerns; (2) peer coaching; (3) self-analysis; (4) goal setting; and (5) reflection. Two conclusions were drawn from this study: (1) student teachers need assistance in the transfer of instructional skills from the academic environment to the classroom; and (2) the Wynne Experimental Model is more effective in facilitating transfer of effective teaching behaviors to the classroom than is the traditional seminar. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED293830

TRANSFER OF TRAINING TO THE CLASSROOM BY STUDENT TEACHERS: EFFECTS OF AN EXPERIMENTAL MODEL

Marjorie J. Wynn

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M J Wynn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 030 172

BEST COPY AVAILABLE

Marjorie J. Wynn
Florida Southern College
Lakeland, Florida
A.E.R.A. April 5, 1988

Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model

There is a need to examine ways in which colleges of education can become more effective in assisting student teachers in the transfer of training from the academic environment to the natural classroom setting. Internship is the opportunity provided by many colleges for this transition. Unfortunately this transfer does not always occur. Colleges of education have the responsibility of providing assistance to interns to assure the transfer of effective teaching methods to the classroom.

This study (Wynn, 1986) was conducted at Florida Southern College, a small liberal arts college, in Lakeland, Florida. All of the elementary interns in the Spring semester of 1986 participated in the study. The weekly seminar was the primary vehicle through which the research for this study was implemented. The purpose of this study was to determine whether student teachers participating in an experimental seminar, which included peer coaching based on self-identified, instructor, and peer determined instructional needs, would demonstrate greater instructional skill transfer to the elementary classroom than would student teachers participating in a traditional seminar which was based on instructor predetermined instructional needs.

Student teachers in the experimental group and the comparison group participated in 3-hour weekly seminars for 10 seminar sessions. The comparison group seminar curriculum was predetermined by the instructor. Lectures by the instructor, large and small group discussions, films, and professional speakers were used to cover seminar content.

SP030172

The experimental group participated in seminar sessions which were based on the Wynn Experimental Model (see Figure 1). This model, which was developed for and implemented during the study, was designed to meet each intern's immediate and personal instructional needs. The model contains the following components:

1. Self-Identified Teaching Concerns: During a preseminar session each student teacher was given nineteen teaching concern choices. These choices were rank ordered on a sorting board from those of extreme concern to those of least concern. By this means, as well as journal entry suggestions, students were given the opportunity to assist in determining their own curriculum. The decision to include this component in the model was based on research which supported dealing with the immediate teaching concerns of the learner (Lenz, 1982; Withall and Wood, 1979; Wood and Thompson, 1980).

2. Peer Coaching: Students were given the opportunity to assist each other in instructional growth within a small, supportive peer group. Videotapes provided the means by which peers were able to observe each other and focus on specific classroom experiences. The decision to include this component in the model was based on research which found that peer coaching facilitates the fine tuning of teaching skills and enhances the transfer of learned skills to the classroom (Anderson and Snyder, 1984; Joyce and Showers, 1980).

3. Self-Analysis: Students were able to analyze their own teaching through the "instant replay" advantage of videotaping. Self-analysis was assisted by the feedback and coaching of peers, the college instructor, and the directing teacher. The decision to include this component in the model was based on research which asserts that an essential aspect of adult learning is that the material must be meaningful for the learner (Lenz, 1982; Moritz and Martin-Reynolds, 1980).

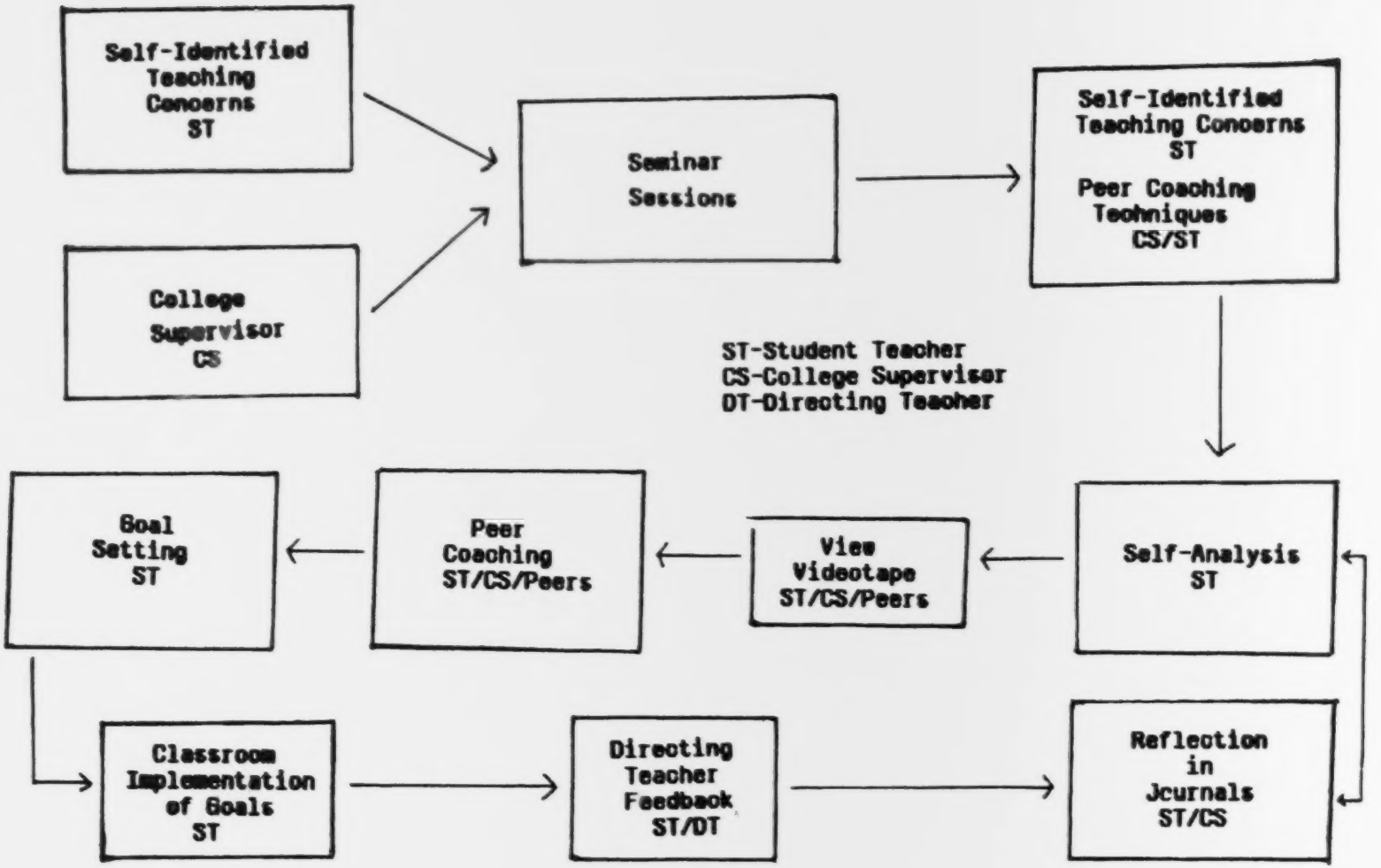

Figure 1. Experimental Model

4. Goal Setting: Students entered personal weekly instructional goals in a Goal Identification Booklet. Peers, the college supervisor, and the directing teacher aided in goal setting, designing strategies for meeting these goals, and giving feedback on instructional progress in meeting these goals. The decision to incorporate this component in the model was based on research recommendations which suggested that learners must be originators of relevant, personal goals as well as procedures for meeting these goals, and feedback should be given on progress in meeting these goals (Bush, 1977; Feldens and Duncan, 1978; Lenz, 1982; Withall and Wood, 1979).

5. Reflection: Through weekly journal writing student teachers had the opportunity to reflect on and share teaching experiences from the previous week. Journals provided the college supervisor a chance to comment on professional growth and establish rapport with each intern. The decision to incorporate this component in the model was based on research which noted the importance of reflection in teacher education (Bush, 1977).

During the experimental seminar, the first 2 sessions concentrated on self-identified teaching concerns which had been determined by the sorting board activity to be of greatest concern to the interns. Peer coaching training was also part of these first 2 sessions. Support groups for peer coaching were established based on grade level placement. Peer coaching techniques and guidelines were introduced. Students had the opportunity to work in their peer coaching groups to help develop coaching techniques using videotapes of classroom situations. Journals were written in the last 10-15 minutes of each session.

The next 8 sessions of the experimental seminar involved peer coaching. The peer coaching cycle (see Figure 2) included (1) the preobservation conference in which each student teacher whose tape was

1. Preobservation conference
Intern identifies for peer coaching group areas/ skills needing refining
2. Peer group observation and data collection
3. Peer group post-observation conference w/ feedback
4. Intern sets personal goals
5. Intern does postobservation teaching w/implementation of suggested strategies
6. Intern w/feedback from directing teacher takes time for self-analysis. Reflection in journals
Peer Group Coaching Cycle

*Guidelines for Giving Feedback

G-roup Consensus
I-nquiry
V-erify
E-steem
S-pecific

*Guidelines for Accepting Feedback

A-ttentive
C-larification
C-ommitment
E-vidence
P-lan
T-est
S-ummarize

*Tuckman, 1976; Anderson & Snyder, 1984

Figure 2. Peer Group Coaching Cycle

being shown shared self-perceived instructional needs, (2) peer group observation and data collection in which each group viewed their member's tape and collected data as provided for in the peer coaching guidelines and peer coaching observation form, and (3) the postobservation conference in which team members discussed the data gathered, arrived at a group consensus of two strengths and two suggestions for improvement, and gave behavioral feedback to their peer. Agreeing on two strengths and two suggestions for improvement allowed focus on the more important aspects of teaching as perceived by the team.

Each student teacher had the opportunity to have peer coaching based on videotapes four times and the opportunity to peer coach other team members 12 or more times. The instructor circulated among the three groups serving as a resource person and facilitator. Two student tapes were viewed each week by each peer coaching group.

Goal setting was a part of each seminar session. Samples of goals and strategies included:

Goal: to be more enthusiastic about my lessons

Strategy: spend more time on lessons and dig for interesting information

Goal: Be sure students fully understand directions before letting them work independently.

Stragegy: Provide more examples, and use words they understand.

Goal: Good, motivating, smooth, flowing transition.

Strategy: Capture their attention by letting them know what and why we are working on a specific subject. I need to do this in a fun way (student involvement, visuals, physical movement, etc.).

Journal writing was a part of each seminar session. Samples of intern comments included:

"Once I got into the lesson, I forgot you were videotaping. The tape

really helped me with some goals I need to conquer, and it boosted my confidence. I didn't do as badly as I thought I did."

"School is great! Yesterday was hectic because my math lesson bombed (I thought they had a multiplication table in the book, and they didn't). Well anyway, I went home and worked on my lessons for today and kind of shook it off. It worked, because today was super. All of the kids enjoyed the lessons, and I didn't have any problems."

"The children were really wound up, and I need ideas on how to calm the children on rowdy days like today! I need help on classroom management. I wonder if God would grant my request and make me an ogre."

Evaluation of teaching performance was determined by pretest and posttest videotape scores of both the experimental and comparison groups. Videotapes were scored blind by two independent observors using the Purdom-Wynn Observation Instrument (see Figure 3). This instrument was designed for this study and measures 4 domains: (1) Lesson Introduction, (2) Content Presentation, (3) Follow-up with Feedback, and (4) Management of Student Conduct. Behavioral definitions and performance criteria for each ranking were established for the instrument. Data were analyzed using an analysis of variance for repeated measures. Results indicated that student teachers in the experimental group obtained significantly higher scores on overall teaching performance. While the performance of the experimental group in each domain was consistently higher, the differences were not significant.

Qualitative evaluation of the seminars was conducted using an open-ended questionnaire. To encourage freedom of expression the questionnaires were done anonymously. Samples of comments from interns in the experimental group included:

"Watching and critiquing the videotapes are two of the most important things we've done."

Figure 3.

PURDOM-WYNN OBSERVATION INSTRUMENT

Observer_____ Student #_____

Please circle the number for each category based on your observation and the Operational Definitions of Rating Categories.

I. Introduction	1	2	3	4	5
R-eview					
A-ttention					
P-urpose					
E-nthusiasm					
II. Content Presentation					
A. Analysis of Content	1	2	3	4	5
Concept:					
D-efinition					
E-xamples					
A-ttributes					
N-on examples					
Rules: application					
Law/Principle: application					
Value Knowledge: test					
B. S-timuli	1	2	3	4	5
C. S-equence	1	2	3	4	5
T-ransition					
III. Follow Up w/Feedback					
G-uided Practice	1	2	3	4	5
I-ndependent Practice					
V-ariety of Practice					
E-xtension					
R-emediation					
IV Management of Student Conduct	1	2	3	4	5
S-tops Misconduct					
I-nstructional Momentum Maintained					
P-roblem Prevention					

"I like the seminar because it is applicable. We get immediate feedback. We get new ideas, and by watching the videos, we see what works and what doesn't."

"I like the small groups sharing their videos. The feedback I have in my group is great. I also like the openness our group has and the willingness to share ideas, problems, and successes."

"It's very beneficial to use peer coaching and videos. It helps for you to see your own mistakes and share peers' experiences."

"With the other people critiquing I seem to get a lot of good input. They seem to find good points even in my rottenest lessons. It is very uplifting."

Two major conclusions can be drawn from this study. First, student teachers need assistance in the transfer of instructional skills from the academic environnment to the classroom. Second, The Wynn Experimental Model implemented during the internship seminar is more effective in facilitating transfer of effective teaching behaviors to the classroom than is the traditional seminar.

Student teachers who participated in the experimental seminar were excited and enthused about teaching and the contribution peer coaching, by means of videotaping, made to their professional growth. They worked steadily for 3 hours often with no break. These students insisted repeatedly that all Florida Southern College interns must participate in the same program, for it had been one of the most beneficial aspects of their teaching preparation. This study paves the way for further in-the-field experimental research with student teachers.

REFERENCES

Anderson, R. H., & Snyder, K.J. (Fall, 1984). "Peer Coaching." Record of

Educational Administration and Supervision, 5, 30-32.

Bush, R. N. (November/December, 1977). "We Know How to Train Teachers: Why Not Do So?" Journal of Teacher Education, 28 (6), 5-9.

Feldens, M.F., & Duncan, J.K. (May, June, 1978). "A Field Experiment: Teacher-Directed Changes in Instructional Behavior." Journal of Teacher Education, 29 (3), 47-51.

Joyce, B., & Showers, B. (February, 1980). "Improving Inservice Training: The Message of Research." Educational Leadership, 37, 379-385.

Lenz, Elinor. (1982). The Art of Teaching Adults. New York: Holt, Rinehart, and Winston.

Moritz, W., & Martin-Reynolds, J. (February, 1980). "The Genie in the Bottle." Educational Leadership, 37, 396-399.

Withall, J., & Wood, F. H. (January/February, 1979). "Taking the Threat Out of Classroom Observation and Feedback." Journal of Teacher Education, 30 (1), 55-59.

Wood, F. H., & Thompson, S.R. (February 1980). "Guidelines for Better Staff Development." Educational Leadership, 37, 374-378.

Wynn, Marjorie J. (1986). Student Teacher Transfer of Training to the Classroom: Effects of an Experimental Model (Doctoral Dissertation, University of South Florida, Tampa, Florida).